



Class: *Nursery* Subject: *General Knowledge*. Term: *Two*

W K	P D	L/AR EA	L/OUT COME	COMPETENC E	CONTENT	L/ACTIVITIES	SKILLS	L/AIDS	REF	RM K
1	1	Relati ng with others in an accept able way.	Identifies people who protects and takes cares of us and how they do it.	Talks about people who protect and take care of us.	Care takers e.g teachers, nurses, doctors, gate keepers, police men and their roles.	<ul style="list-style-type: none"> ❖ Picture reading. ❖ Sharing the experiences about the care takers. ❖ Identifying their roles. ❖ Reciting a simple rhyme about the care takers. 	-Expression -Confidence building -Assertiveness -Imagination.	-Pictures. Resource people.	L/frame work Pg 14to 15	
	2	Relati ng with others in an accept able way.	Identifies people who protects and takes cares of us and how they do it	Talks about people who protect and take care of us.	-Care takers e.g cleaners, cooks, drivers, shopkeepers and their roles.	-Picture reading -Role playing -Visiting.	Expression -Confidence building -Assertiveness -Imagination.	Pictures. -Resource people.	L/frame work Pg 14to 15	
	3	Relati ng with others in an accept able way	Identifies people who protect and take care of us and how they do it	Talks about people who protect and care for us.	Other care takers e.g cobblers, priests, tailors, pilots and their roles.	_Picture reading. -Identifying their roles. -Reciting a rhyme about the care takers.	-Expression. -Confidence. _Assertiveness. -Imagination.	-Pictures. -A chart showing care takers.	Learning flame work pg 14 to 15	

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2	1	Relating with others in an acceptable way	Identifies people who protect and take care of us	Talks about people who protect and care for us.	Care takers e.g barber, Carpenter, Imam and their roles.	-Picture reading -identifying their roles. -Reciting a rhyme about the care takers.	-Expression -Confidence -Assertiveness. -Imagination.	-Pictures -A chart showing care takers.	Learning flame work pg 14 to 15	
	2	.Relating with others in an acceptable way	Identifies people who protect and take care of us.	Talks about people who protect and care for us.	Places of work. -Tailor's work shop -Carpenter's work shop -Barbers` work shop -Cobblers` work shop	Sharing experiences.	Expression -Confidence -Assertiveness -Imagination	Pictures. -A chart showing care takers.		
	3	Relating with others	Identifies people who protect	Talks about people who protect and care for us. Identifies	-Trousers -Blouses -socks -Dresses etc	-Picture reading -Observing clothes -Colouring	Expression -Confidence -Assertiveness. -Imagination.	Pictures showing different types of clothes.	Learning flame work pg 14 to 15	

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		in an acceptable way	and take care of us	people who protect and take care of			Expression -Confidence -Assertiveness -Imagination			
3	1	Relating with others in an acceptable way	Identifies people who protect and take care of	Talks about people who protect and care for us. Identifies people who protect and take care of	Clothes: Gomesi, Kanzu, Coat Sweater Neck tie Vest Under pants.	-Picture reading -Observing clothes -Drawing clothes.	Expression -Confidence -Assertiveness. -Imagination. Relating with others in an acceptable way Expression -Confidence -Assertiveness -Imagination	Real clothes.	Learning flame work pg 14 to 15	
	2	Relating with others	Identifies people who protect	Talks about people who protect and care for us. Identifies	Dressing up in different clothes and identifying	Naming different clothes and identifying their colour	Expression -Confidence -Assertiveness -Imagination	Real clothes.	Learning flame work pg 14 to 15	

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		in an acceptable way	and take care of	people who protect and take care of	their colours.					
	3	Interacting, exploring, knowing and using my environment.	Knows and appreciates important places in the environment.	Talks about the important places the environment.	Important places of work e.g schools and hospitals.	Talking about different places of work -Picture reading -Colouring the important places.	Effective communication -Interpersonal relationship	A chart showing different places of work.	Learning flame work pg 20 to 21	
4	1	Interacting, exploring, knowing and using my environment	Knows and appreciates important places in the environment	Talks about the important places the environment.	Important place e.g church and mosque.	Talking about, people in the church and mosque. -Days of worship -Drawing the important places.	-Observing.	-A chart showing different places of work	Learning flame work pg 20 to 21	
	2	Interacting, exploring, knowing and using my environment	Knows and appreciates important places in the environment	Talks about the important places found in the environment .	Explores and knows the immediate environment .	Identifies plants in the environment .	Observing.	A chart showing different places of work	Learning flame work pg 20 to 21	

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	3	Interacting with , exploring knowing and using my environment.	Explores and knows the immediate environment .	Talks about the important places found in the environment	Interacting with , exploring knowing and using my environment .	Identifies plants in the environment .	-Observing -Discovering -Effective communication	Real plants .	Learning frame work pg.20-21	
5	1	Interacting, exploring ,knowing and using the environment .	Exploring and knowing the immediate environment .	Identifies plants in the environment .	Plants in the environment .	-Nature walk -Picture reading -Colouring a banana plant .	-Observing . -Discovering -Effective communication .-Appreciation .	Real plants . -A picture of a banana plant	Learning frame work pg 20-21	
5	2	Interacting , exploring the	Exploring and knowing the	Plants; Identifies plants in the environment .	Other plants Grass ,trees flowers ,mushrooms	-Naming plants Drawing plants .	Observing -Appretiation - Communication	Real plants. -Pictures of trees,flowers,	Learning framewor k pg 20-21.	

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		,knowing and using the environment.	immediate environment .					grass and flowers .		
	3	Interacting , exploring , knowing and using the environment.	Exploring and knowing the immediate environment .	Identifies plants in the environment	Things we get from the plants .e.g, food ,fruits , vegetables , medicine .	Naming different things got from plants .Collecting things got from plants , from their homes .	-Sharing -Appretiation -Effective communication	Real foods -A chart showing different foods	Learning framework pg 19	
6	1	Interacting ,exploring ,knowing and using the environment.	Exploring and knowing the immediate environment .	Identifies plants in the environment .	Plants in the environment .	Reciting rhymes about plants . -Collecting ,sorting ,and naming seeds . -Drawing and colouring seeds .	-Handling -Critical thinking -Discovering	Real seeds Paper Pencils crayons	Learning framework pg 19	
	2	Taking care of myself for proper growth and	Keeping healthy and practicing good health .	Identifies food that is good for health .	Health giving food ,e.g fruits ,vegetables , milk.	-Observing different health giving foods -Identifying health giving foods	Appretiation -Effective communication	Real health giving foods -A chart showing health giving foods	Learning frame work pg 19	

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		development							
	3	Taking care of myself for proper growth and development	Keeping healthy and practicing good health habits	Identifies food that is good for health	Energy giving food . e.g ,cassava , potatoes , matooke ,millet ,milk ,yams .	Reciting rhymes -Sorting energy giving foods -Colouring pictures of energy giving food	Appretiation Expression Communication	A chart showing energy giving food	Learning framewor k pg19
7	1	Taking care of my self for proper growth and development	Keeping healthy and practicing good health habits	Identifies food that is good for health	Body building foods. E.g fish , milk ,beans ,soya	Observing body building food -Drawing different body building food .	Appretiation Observation Expression	A chart showing body building food	Learning frame work p.g ,19
	2	Taking care of myself for proper growth and development	Keeping healthy nand practicing good health habits	Identifies food that is good for health	Body building foods .	Pasting pictures of a bean .	Creativity Appretiation Expression	Pictures of a bean Pasters Glue	L\Framew ork p.g 19
	3	Interacting with ,explor	Knowing how to keep and take care	Identifies dangerous things and takes	Ways of keeping our environment clean .	Sweeping -Mopping -Dusting -Slashing	Appretiation -Observation -Odering	Tools for cleaning , e.g , brooms , mopping rags	Learning frame work. Pg.22

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		ing ,knowing and using my environment	of my environment	care of the environment .		-Spraying -Burning rubbish		,buckekets,water ,soap.		
8	1	Interacting with , exploring , knowing and using my environment .	Knowing how to keep and take care of my environment .	Identifies dangerous things and takes care of the environment .	-Things we us to clean the environment .	-Naming the tools . -Demonstrating how to use the tools . -Colouring pictures of the tools .	Observing . -Demonstrating . -Responsibility .	-Slashers -Brooms -Slashers -Buckets -Rags -Water	Learning frame work pg 22	
	2	Interacting with ,exploring ,knowing and using my environment .	Knowing how to keep and take care of my environment .	Identifies dangerous things and takes care of the environment .	Cleaning our environment using the tools .	-Sweeping -Mopping -Dusting -Slashing -Burning rubbish	Sharing -Expression -Appretiation -Responsibility	Cobweb brooms -Brooms -Rags -Water	Learning framewor k pg.22	
	3	Interacting with	Knowing how to keep and	Identifies dangerous things and takes	Things that help make our	-Visiting the learnt places . -Talking about pictures of the learnt places	Appretiation Expression .	-The toilet – The soak pit -The dust bin	Learning framewor	

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		,exploring ,knowing and using my environment .	take care of my environment .	care of the environment .	environment clean ,eg , toilets ,soak pits ,rubbish pits ,dust bins ,trenches		-Respect	-The trenches -Text books	k p.g .22-23	
9	1	Interacting with ,exploring ,knowing and using my environment .	Knowing how to keep and take care of my environment	Identifies things and takes care of the environment	How we can avoid diseases .	Washing hands -Boiling water -Burning rubbish	Appretiation -Sharing -Expression -Observing	Water - A stove -A kettle\sourcepan -Soap	Learnig frame work Pg 22 -23	
	2	Interacting with ,exploring ,and using my environment	Knowing how to keep and take care of my environment	Identifies things and takes care of the environment.	Dangerous things e.g, fire ,broken bottles ,sharp things ,nails	-Naming dangerous things -Colouring dangerous things	Observing Effective communication	Real objects	Learnig frame work p.g. 22-23	

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	3	Interacting with ,exploring ,and using my environment .	Knowing how to keep and take care of my environment .	Identifies things and take care of the environment	Sharing experience about dangerous things	Listening and speaking about dangerous things .	Sharing -Demonstrating -Listening Expression	Real objects .	Learning frame work pg. 22-23	
10	1	Interacting with ,exploring and using my environment	Knowing how to keep and take care of my environment	Identifies things and take care of the environment.	-Accidents -Broken bottles -Burns -Car knock -Snake bites -Falling -Electric shock -Drowning	Picture reading -Sharing experience	Effective communication.	A chart showing dangerous things .	Learning frame work pg. 22-23	
	2	Interacting with , exploring ,and using my environment	Knowing how to keep and take care of my environment .	Identifies things and take care of the environment .	Revision	Picture reading Sharing experience	Effective communication Listening Expression Demonstration	A chart showing dangerous things .	Learning frame work .	

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